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ABSTRACT

This handbook is designed to provide a framework to assist resource persons in counseling adult students seeking a method for gaining access to employment. Presented first are an overview of the handbook and suggestions for its use. The next chapter deals with the characteristics of a traineeship and the benefits of traineeships to trainees and sponsors alike. In the third chapter, outlined in a discussion of setting up a traineeship, are procedures for assessing job preferences, identifying training centers, developing training contracts, and adapting to traineeships. The final chapter of the guide, an examination of the transfer from a traineeship to a job, covers marketing the traineeship, discovering job openings, interviewing for employment, and developing occupational adaptability. (MN)

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GAINING EMPLOYMENT THROUGH TRAINEESHIPS

K.N. ASSOCIATES

1983



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March, 1983

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PART 1

: RESOURCE PERSON'S GUIDE

OVERVIEW

In the fall of 1982, a survey of traineeship resources was conducted at the national and local levels. The purpose of the resource search was to obtain information for adult educators; to enable them to be of more assistance to adult students seeking alternate methods to job procurement.

To insure that a systematic and uniform resource search was conducted, the recording device on the following page was used.

The material presented in this Handbook is the final product of the project. The contents are designed to provide a framework for resource persons to counsel those students seeking a method for gaining access to employment. Adult educators should supplement the contents of the Handbook with resources available to them in their own centers.

Special acknowledgement goes to Pat Giles, B.A. for contributing to the development of the Handbook.

Kathy Novak, Ed.D.

K.N.ASSOCIATES - PROJECT "GET"

DATE: _____

AGENCY/ORGANIZATION/CONTACT: _____

DESCRIBE SUCCESSFUL STRATEGIES: _____

DESCRIBE TARGET POPULATION: _____

FACTORS CONTRIBUTING TO SUCCESS: _____

NOTES:

How To Use This Handbook

1. Review the contents of the Handbook and become familiar with the exercises.
2. Gather resources which your participants can use such as the Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor.
3. Consider the needs and interests of your participants. Those with limited or no working experience will need to spend more time on some aspects of the exercises than those with employment experience. By asking participants to share their backgrounds, a group of people with similar problems can provide advice and support for each other. The point of the traineeship activities is to help participants learn about themselves and to build confidence in their ability to gain access to employment.
4. The Handbook provides a general approach to setting up a traineeship experience. An appropriate prelude to beginning the exercises would be some exploration with your participants of specific job readiness factors such as time and energy management. Follow-up activities could continue with interview situation role play, work adjustment factors, and money management.

PART

2

: BENEFITS OF A TRAINEESHIP

CHARACTERISTICS OF A TRAINEESHIP

Given today's increasing unemployment and the fact that many skilled and highly trained people are also out of work, special techniques must be used to gain access to employment. Adult educators need to be knowledgeable about techniques which can be utilized successfully in improving one's employability.

One technique to improve employability for those not able to obtain paid employment is through traineeships. A traineeship means that a student volunteers to work at a place of business for a specific length of time. An important part of this experience is the development of a training contract which outlines specific duties to be performed and the responsibilities of both parties involved. Through a traineeship, the adult student can gain recent job experience which can be used to market him or herself for permanent employment. Often times, too, the trainee sponsor may offer permanent employment to the trainee after participating in a successful experience with them and observing their performance first-hand.

The following is a summary of the characteristics of a traineeship:

1. Pre-Traineeship Instruction - Is received regarding understanding and attitudes needed by individuals to benefit from a traineeship experience.

2. Selected Training Center - Is located according to criteria which measure its ability to provide the opportunities for those educational experiences which prepare the student for a career.
3. Specific Training Contract - A written plan is used which outlines particular experiences which will be occurring during the traineeship. The contract is discussed jointly between trainee and sponsor. A time frame for the experience is also agreed upon.
4. Training Sponsor - Agrees to be responsible for the learning experiences of the trainee and will write a letter of recommendation for the trainee upon completion of a satisfactory experience.
5. Unpaid Experience - Is usually set up as this allows more flexibility between sponsor and trainee regarding traineeship experiences.
6. Documentation - Of experience is maintained for future use in job search by trainee.
7. Periodic Evaluation - Is conducted between training sponsor and trainee to assess the experience.

BENEFITS TO TRAINEE

The following are benefits which can be obtained from a traineeship which meet the characteristics previously outlined.

1. Increased skills and knowledges of a job and or career area.
2. Better understanding of actual practice of particular skills.
3. Greater motivation for continuing education or job experience.
4. More work experience to improve self marketability in job search.
5. Current work experience to increase self marketability in job search.
6. Source of recommendation and reference for employment job search.
7. Opportunity to gain access to hidden job market (jobs available which are not advertised but learned about via training sponsor.)
8. Opportunity to gain access to employment becoming available at training center.

BENEFITS TO TRAINING SPONSOR

The following is a list of benefits a training sponsor may derive from accepting a trainee.

1. Increases opportunity for production at minimal expense.
2. Gains exposure to the capabilities of a potential employee without permanent commitment.
3. Obtains opportunity for contribution to community public relations campaign conducted by many businesses.
4. May obtain self satisfaction in contributing to growth of another.

PART 3

: SETTING UP A TRAINEESHIP

ASSESSMENT OF JOB PREFERENCES

Before any formal steps are taken to set up a traineeship, it is important for the student to conduct a self-assessment regarding skills and interests. A wide range of career areas are available but the appropriateness differs according to the match between the individual's own ambitions.

The exercise in the following section can be duplicated for student use. The anticipated outcome is a list of careers to consider for traineeships. Options can be narrowed down further by comparing educational background required to perform the work to the educational background of the student. Information found in the Occupational Outlook Handbook can be used for this purpose.

SUMMARY OF JOB PREFERENCES

Every job requires a worker to function in relation to others. People interact in a variety of ways. The following summary has divided worker relationships into eight types of interactions. Jobs tend to contain a larger portion of one type of interaction than others. Recognizing interactions that take place as a part of a job can influence occupational choice and affect interpersonal relationships on the job.

Mentoring

advising
counseling
guiding people in regard to problems that may be resolved by
legal, clinical, spiritual, and/or other professional
principles

Examples: truck driver, welfare day-care consultant, claim
examiner, guidance counselor, purchasing agent, civil
engineer

Negotiating

exchanging ideas, information, and opinions with others
formulating policies and programs
arriving jointly at decisions, conclusions, or solutions

Examples: administrator, debt counselor, nursery school
program planner, conservation specialist, revenue agent,
refund clerk

Instructing

teaching subject matter to others
explaining
demonstrating
supervising practice
making recommendations on the basis of technical disciplines

Examples: loan officer, consumer advisor, packager, fabric

consultant, physical therapist, teacher, nutrition program aide, sander

Supervising

determining or interpreting work procedures for a group of workers
assigning specific duties to workers
maintaining harmonious relations among workers
promoting efficiency among workers

Examples: food service supervisor, drafter, cafeteria manager, police officer, baker, child care leader

Diverting

amusing others

Examples: entertainers, professional sports people, playground assistant

Persuading

influencing others in favor of a product, service, or point of view

Examples: sales people, advertising people, consumer affairs consultant, purchasing agent, building inspector

Speaking-Signaling

talking with people to convey or exchange information
signaling people to convey or exchange information
giving assignments and/or directions to helpers or assistants

Examples: trainer, shipping supervisor, telephone operator, recreation supervisor

Serving

attending to the needs or requests of people or animals
attending to expressed or implicit wishes of people
immediate response is involved

Examples: bus driver, pest controller, alterationist, shoe repairers, child care person, telephone installers, social service aide, fastfood counter worker, bartender

Modified from: U.S. Department of Labor, Dictionary of occupational titles, volume 11: Occupational classification and industry index (3rd ed.) Washington, D.C., U.S. Government Printing Office, 1965

On my ideal job I could:

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

IDENTIFY TRAINING CENTERS

Having narrowed down the list of jobs or career areas from the previous exercises, the trainee must develop a list of potential sponsors for a traineeship. The first step in this process is to conduct a job search on those jobs under consideration. The form on page 17 can be used. Part ten can be completed using resources presented on pages 42-47.

A list of ten potential sponsors should be identified based on similarity to training interests and abilities of the trainee and those of the employers. Each of the ten should be sent a letter such as the one on page 19 and a brief resume. Procedures for preparing a resume are given in Part 4 of this Handbook. After 10-14 days, a follow-up telephone call should be made to each potential sponsor. A sample telephone script is:

"Hello, my name is _____ and I'm calling as a follow-up to a letter you should have received from me recently regarding the possibility of a training experience at your business. Do you recall receiving the letter? Good, well, Mr./Ms. _____, I'm very interested in _____ (name of business) and am wondering when it would be possible to set up an appointment to meet with you to discuss this matter with you further?"

(If any negative response is received, thank them kindly

and conclude the discussion.)

Take another copy of the resume on all interviews and be prepared for an enthusiastic presentation. Interview tips in Part 4 of this Handbook can be utilized in this type of interview as well. Special emphasis should be given to the fact that no compensation would be expected for the experience and that a training plan would be developed for the potential sponsor to review.

If satisfactory results are not achieved from this process, ten more contacts should be made, etc.

TRAINEESHIP SEARCH

1. Job title I am searching: _____
2. Description of what job entails:

3. Education and training required to enter and progress in this job: _____

4. Where education and training may be acquired:

5. Salary range (from beginning salary to top of the scale):

6. Need for workers in this job at the present time:

Expected need in the future:

7. Main features about the job that appeal to me most:

8. Sources used to find this information:

TRAINEESHIP SEARCH
(continued)

9. Jobs that could be advanced to from this job:

10. Location in the community probably hiring this type of worker:

SAMPLE LETTER TO POTENTIAL SPONSOR

123 Oak Street
Anytown, N.Y. 11122
May 15, 1982

Acme Business
321 Main Street
Anytown, N.Y. 11122

Dear Mr. _____:

I am a student at _____ and am very interested in Acme Business. My purpose for writing is to learn of the possibility of arranging for a two-three month traineeship at your business in the _____ Department as a _____. This could be an unpaid experience and details would be worked out with you so that I could contribute to worker output with minimal inconvenience. My objective for exploring a traineeship with Acme Business is to gain valuable work experience which can be used in future job search endeavors.

I am a responsible and sincere worker (or list other qualities of your choice as long as they are accurate) who could be an asset to your program if a traineeship were granted. The enclosed copy of my resume will tell you more about my background.

Since I know your schedule is busy, I will contact you within a few days to learn of your response to this request. You may also reach me at the address above and at _____ (telephone number) during the day.

Thank you for considering this training arrangement.

Sincerely,

Your Name

Enc.

DEVELOPING THE TRAINING CONTRACT

An important aspect of a successful traineeship experience is the use of a training contract. The training contract is a plan of what will be accomplished during the time the trainee spends at the training center. The plan is discussed with the potential sponsor before the experience begins and an agreement must be reached between both parties involved. The result is that a mutual understanding is made as to what will transpire over a stated period of time. The plan promotes the idea of a traineeship as a learning experience since a variety of experiences should be allowed for in the plan. The documents in the following section represent examples of contents for a training contract.

TRAINING CONTRACT

BUSINESS/AGENCY _____

ADDRESS _____

TELEPHONE _____

Will permit: (name of trainee) _____

Address _____

Telephone _____

to enter their business/agency as a trainee under the supervision of _____ for the purpose of gaining training in the career area of _____.

This traineeship will last approximately _____ weeks at an average of _____ hours per week.

Time Spent

Activities

_____ hours

_____ hours

_____ hours

_____ hours

_____ hours

_____ hours

_____ hours

Employer/Supervisor _____ Date _____

Trainee _____ Date _____

SAMPLE
TRAINING CONTRACT

BUSINESS/AGENCY Smith's Shoe Repair

ADDRESS 4 Main St., Lakewood, Pa.

TELEPHONE 555-1000

Will permit: (name of trainee) Cindy Becker

Address 42 5th St., Lakewood, Pa.

Telephone 222-6845

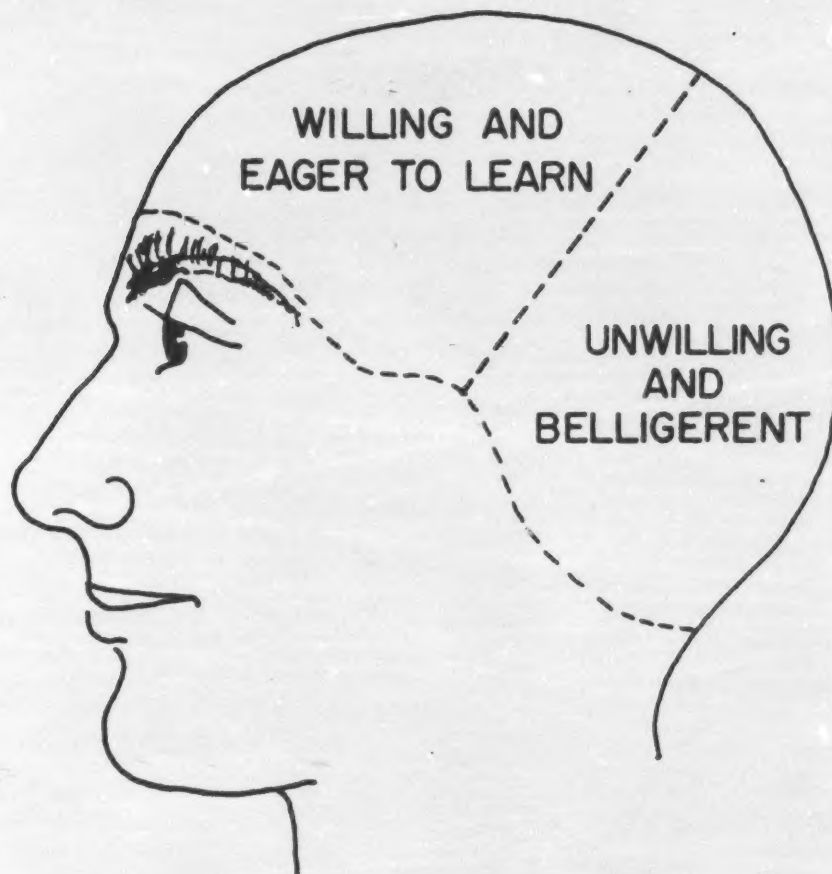
to enter their business/agency as a trainee under the supervision of Harry Watts for the purpose of gaining training in the career area of Credit Interviewing. This traineeship will last approximately 8 weeks at an average of 20 hours per week.

Time Spent	Activities
<u>20</u> hours	<u>orientation to business</u>
<u>20</u> hours	<u>establishing charge accounts</u>
<u>40</u> hours	<u>answering customer complaints</u>
<u>40</u> hours	<u>customer billing</u>
<u>40</u> hours	<u>handling customer contacts</u>
<u> </u> hours	<u> </u>
<u> </u> hours	<u> </u>

Employer/Supervisor Harry Watts Date 3/15/82

Trainee Cindy Becker Date 3/15/82

YOUR ATTITUDE TOWARD LEARNING



DECIDE IF YOU WANT TO LEARN
IF SO...

1. THINK POSITIVELY
2. MAKE LEARNING A GAME
3. BE ALERT
4. BE IN THE RIGHT FRAME OF MIND

DOCUMENT YOUR TRAINING EXPERIENCE

It is essential that the trainee document all traineeship experiences. A log or journal should be kept daily such as the one below. As many specifics as possible should be recorded for possible use during the marketing activities or job search which may follow later.

Sample Log

Date	Skills Practiced	Products or Evidence of Accomplishments

ADAPTING TO THE TRAINEESHIP *

The following reflects strategies which can be presented to students to enable them to successfully adjust to their training environment. The discussion material is presented in terms of problems and possible solutions.

TOPIC : ORGANIZATIONAL ASPECTS

Problem : How to learn what I need to know about the work organization.

- Solutions :
- 1) Read manuals/brochures about company
 - 2) Learn from "buddy" system (asking and observing coworkers)
 - 3) Learn from supervisor
 - 4) Start work on time even when such is not stated as a requirement

TOPIC : PERFORMANCE ASPECTS

Problem : How to adjust to the performance requirements of the traineeship.

- Solutions :
- 1) Listen carefully when a task is first explained or demonstrated
 - 2) Ask for help when necessary
 - 3) Don't socialize when the workload is heavy
 - 4) Refer to production books or manuals
 - 5) Organize your own time and resources as the job allows

Adapted from: Ashley, W.L., Cellini, J., Taddis, C., Pearsol, J., Wiont, A., and Wright, B. Adaption to Work: An Exploration of Processes and Outcomes, Columbus, The National Center for Research in Vocational Education, 1980.

TOPIC : INTERPERSONAL ASPECTS

Problem : How to get along, and work cooperatively, with coworkers, supervisors and clients.

Solutions : A. Coworkers

- 1) Socialize on the job with them
- 2) Avoid unpleasant or unpopular coworkers
- 3) Tolerate coworkers you don't like if you can't avoid them
- 4) Be cooperative and ask for help if necessary

B. Supervisors

- 1) Cultivate friendships with those who can be of benefit to you
- 2) Stay "cool;" analyze a situation before acting on impulse
- 3) Ask coworkers for information, advice, support in dealing with supervisors

C. Clients

- 1) Know about and believe in the company's products or services
- 2) Advise clients ahead of time if some things can't be done as they wish
- 3) Take the attitude that there are a lot of unusual people in the world, and you must learn to cope with them

TOPIC : RESPONSIBILITY ASPECTS

Problem : How to prove that I'm a good worker.

- Solutions :
- 1) Work hard, do your best, be productive
 - 2) Be reliable and honest
 - 3) Don't avoid problems; look for help or ways

to solve them

- 4) Set a good example as a skilled worker and you'll likely be given more authority
- 5) Watch for opportunities to demonstrate your skills, especially those needed in higher positions

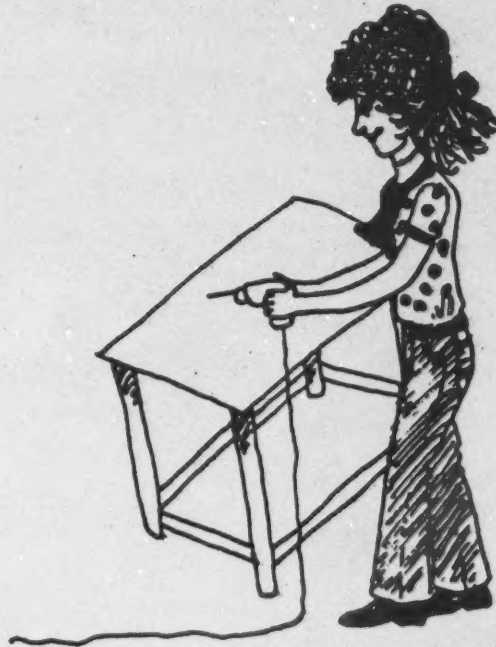
TOPIC : AFFECTIVE ASPECTS

Problem : How to help myself feel good about my work and have a good "work attitude."

- Solutions :
- 1) Look at the things you've accomplished on the job and feel good about them
 - 2) Remind yourself that everyone makes mistakes at one time or another
 - 3) Realize that hard work will give you a sense of pride
 - 4) Find the kind of job (or savor the parts of the job) that match your interests

TRAINEE

**DOING IS IMPORTANT TO INCREASE
LEARNING!**



- 1. TRY TO USE WHAT YOU LEARN AS
SOON AND AS OFTEN AS POSSIBLE**
- 2. TRY TO TIE-IN YOUR STUDIES WITH
INTEREST**
- 3. BE SELF-CRITICAL**
- 4. TAKE CRITICISM**
- 5. HELP OTHERS**

GET THE MEANING...

SUCCESS DEPENDS ON
YOUR CHARACTERISTICS!



NOT JUST THE WORDS!

- ... be professional or businesslike
- ... be as reliable as one getting paid for employment
- ... seek out areas in which you can contribute your skills
- ... learn how the organization operates

PART 4

**: TRANSITION FROM
TRAINEESHIP TO JOB**

MARKETING THE TRAINEESHIP

The traineeship experience may be utilized in several ways:

- Use #1 : The trainee may be offered employment by the sponsor. The procedure for utilizing the traineeship this way is to be an interested and responsible worker during the traineeship. Toward the end of the experience, the trainee should express desire for permanent employment to the sponsor.
- Use #2 : The trainee may learn of other employment possibilities from the training sponsor. The procedures for this are to ask the sponsor if (s)he knows of openings.
- Use #3 : The trainee gets a reference to use during the job search. The procedure for this is to discuss with the sponsor during preliminary meetings before the traineeship, and again at the end, that a letter will be requested before the trainee leaves the traineeship.

It is important that the traineeship be acknowledged during all job search activities and on the resume as any job experience would be. The experience should be discussed with enthusiasm and competencies gained need to be emphasized.

RESUME

One of the most important tools for reaching employers is the resume. A resume is a concise summary of your life experiences as they pertain to your ability to assume job responsibilities.

Perhaps, if a student has not had recent paid employment, (s)he feels that there is nothing to put on a resume. This is not true. Skills which are developed through the traineeship can be transferred into the job market. The resume will be the document which is used to make this link.

There is one type of resume most suitable to documenting the traineeship experience. This type is called the functional resume. This resume divides your work experience into areas of greatest competence, such as time management, supervisory ability, etc. Of course, any additional experience gained from paid employment would also be presented on your resume as well as formal education and training experience.

Basic Resume Principles*

- A resume always provides adequate information for contacting the individual. The address and telephone number should be correct. If possible, list a second telephone number where messages can be left.

- A resume is a positive statement about oneself. Do not include negative reasons for leaving earlier jobs, qualifying statements about the nature of the work done ("part-time only," "volunteer work," etc.), or statements indicating a decrease in salary or responsibilities. Potential employers too often tend to underestimate an applicant's skills.

- A resume is a brief statement about oneself. Do not go over two pages unless the work experience is very substantial. The resume does not need to report everything a person has done. A resume does give a general idea of an applicant's background and emphasizes aspects of that background related to the position for which you are applying.

- Do not use job descriptions developed by the company or agency in defining work respon-

pp. 33 to 37 reprinted from: How Women Find Jobs: A Guide For Workshop Leaders, by the New Mexico Commission on the Status of Women.

sibilities. Too often these descriptions stress the routine work done and leave out individual achievements. List achievements such as "changed a procedure," "developed new rules," etc. Mention any special awards received.



DON'T BE AFRAID TO TOOT YOUR OWN HORN.

- A statement of job objective or job goal is important to applicants who are seeking to change careers, because this fact is not always apparent. A job objective statement is a good idea if it fits the job opening. Don't apply to be a plumber with a job objective statement on a resume which lists a goal of "Managerial work with a large, governmental institution."

- A resume is always clean, neatly typed, Xeroxed if necessary, with no handwritten updates. If the resume needs changing, do a new one. Hire a typist or ask a friend who types to do the resume if necessary.

- If an applicant is sending out many resumes, or is applying for a position with hundreds of other applicants, there are ways to make her resume more eye-catching. She can have it duplicated on colored paper. She can have a printer typeset it in a striking print style. If she can do hand-lettering, she can hand-letter her resume.

- With one qualification, the names of references are not generally included on one's resume. This is because the applicant may use one kind of reference for one job and a different one for another. There is one exception to

this rule. List the name of a person who's highly respected and well known in the community, or is a person well known in the kind of work for which the applicant is applying. Otherwise, on the resume state that "References will be provided on request."

- If it is being mailed or delivered to the personnel department, without meeting the person ultimately doing the hiring, a resume is accompanied by a letter of transmittal. This letter asks for consideration for a position, emphasizes reasons the individual is interested in the position, and requests a personal interview. Included at the end of this chapter is a sample letter of transmittal for use in your class.

- A resume does not substitute for a personal meeting with the person doing the hiring. It can, however, be a first step toward getting that meeting. For this reason, submission of a resume should always be followed with at least a telephone call and at best a personal meeting with the supervisor.

- Do not encourage the inclusions of personal information on resumes. Matters such as age, marital status, children and their ages, and husband's occupation should not be included. One way to ensure these matters are not used in the initial screening process is to leave them off the resume.

RESUME

NAME

ADDRESS

TELEPHONE

WORK EXPERIENCE:

YEAR
(start with current)

POSITION

PLACE

SKILLS

(may list individually or summarize
all skills obtained from total of
work experiences)

EDUCATION

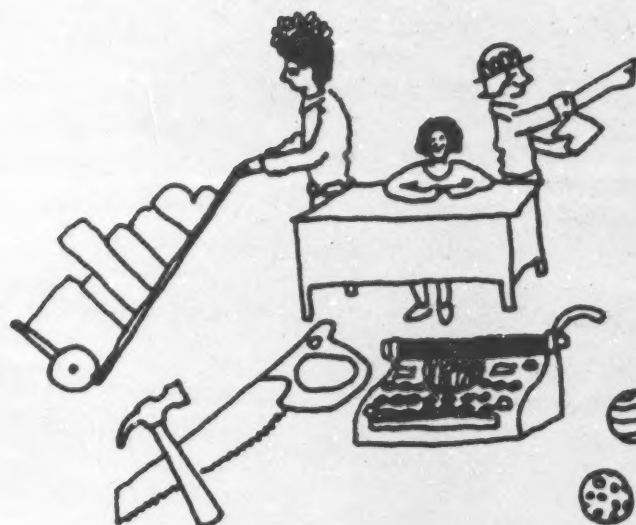
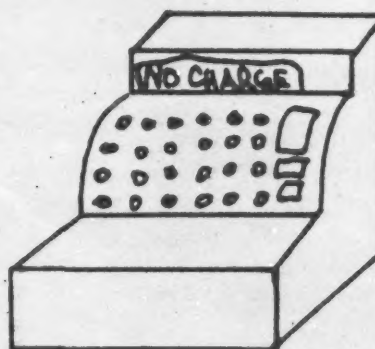
REFERENCES ON REQUEST

DISCOVERING JOB OPENINGS

The following section may be reproduced for student use in regard to the job search. The main objective for the exercises outlined is to expose the student to the various ways job openings can be discovered. With the current "tight job market" creative ways must be utilized whenever possible to learn of vacancies and to open positions where none existed in the past.

PUBLIC EMPLOYMENT AGENCIES

SERVICES ARE FREE

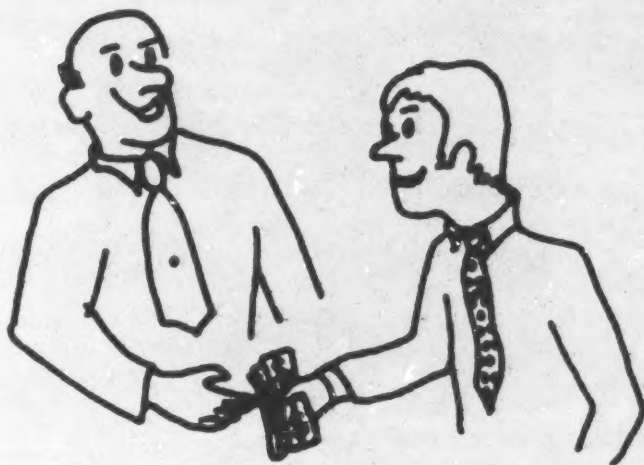


VARIOUS TYPES
OF JOBS

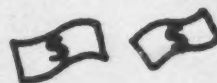
TESTS ARE AVAILABLE
FOR DETERMINING THE
APPLICANTS' QUALIFI-
CATIONS



PRIVATE EMPLOYMENT AGENCIES



CHARGES FOR SERVICE



VERY SELECTIVE



SOME EMPLOYERS PAY JOB FEES

DIRECTORY FOR JOB HUNTERS

The following list of resources can provide you with information about employers in your area. You can use these resources to find out about current and potential job openings.

RESOURCE	NOTES
Chamber of Commerce	.Provides information about various public and private community resources. .Especially useful if you are relocating and are seeking information about the type of industry and business,etc. found in a new community.
Yellow Pages in the Telephone Directory	.Lists resources according to function such as social service agencies.
Community Groups such as YWCA	.Look for job opportunity bulletin boards.
Want Ads in Newspapers	.Current job openings are listed with each issue. .Sunday issues usually carry the most ads.
Employment and Training Offices	.Often have special job assistance programs for those meeting qualifications.

DIRECTORY FOR JOB HUNTERS
(continued)

RESOURCE	NOTES
Public and Private Employment Agencies	. Some current job openings are listed.
College/University Placement and/or Personnel Office	. May have a bulletin board or mailing list you can sign up for to receive job announcements.
Professional Organizations and Professional Journals	. Advertise openings in special fields, public or college library often has issues.
Banks, Insurance Companies, Utilities and Large Stores	. Frequently have part-time positions available.
Business/Industry/ Agency Which Interests You	. Individual contacts will often reveal current job openings now or potential openings for the near future which you can apply for.
Friends and Relatives	. May have heard of job openings through their own employment contacts.

JOB SEEKING WORKSHEET

Newspaper Want Ads

List three jobs using your skills that are listed in the want ads section of the newspaper.

Name of job _____

Whom to contact _____

Other information _____

Name of job _____

Whom to contact _____

Other information _____

Name of job _____

Whom to contact _____

Other information _____

State Employment Service

Where is your local State Employment Service Office located?

Name of office _____

Address of office _____

Telephone number _____

What services are available from your State Employment Service?
List at least three.

What is the cost to you for using the State Employment Service?

Private Employment Agencies

Name one private employment agency in your area.

Name _____

Address _____

Telephone number _____

List two types of services private employment agencies offer.

How does the agency finance its business?

Friends and Relatives

List two job openings that use your skills that friends or relatives suggest.

Name of job _____

Whom to contact _____

Qualifications for job application _____

Name of job _____

Whom to contact _____

Qualifications for job application _____

Why should information from friends and relatives be checked further before applying for the job that they suggest?

Yellow Pages of the Telephone Book

Look through the yellow pages of the telephone book. List five firms that employ people having your skills and suggest possible job openings the firm may have.

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

Other Job-Seeking Sources

List two job-seeking sources not discussed in worksheet.

INTERVIEWING FOR EMPLOYMENT

The following section can be duplicated and distributed to students preparing for job interviews. Role play is an effective method for exposing them to various situations that may be encountered.

INTERVIEWING

For Your Information

The employment interview is one of the most important events in the average person's experience. That 20 or 30 minutes spent in the interview could make or break you as far as future opportunity with that company goes. Therefore, it is important to be as prepared as possible for each and every interview.

First, find out as much about the company interviewing you as possible. Try to find out how old the company is, what its products and services are and how its prospects look for the future. Information such as this can often be obtained by requesting copies of the company's own literature. Next, spend some time at your interview location ahead of time, if possible, to become familiar with the work setting and working conditions. On the basis of what you learn, you can prepare questions to ask during the interview. Thirdly, always dress in a business-like manner meaning, that you have a neat and a conservative appearance.

THE JOB INTERVIEW

1. Always go alone.
2. Be on time for your appointment; be 15 minutes early if possible.
3. Do not chew gum or smoke; refuse if either or both is offered.
4. Greet everyone with a smile and a firm handshake.
5. Introduce yourself by your proper name; do not use nicknames or use Ms, Miss. or Mrs.
6. Have completed letter of application, employer's application, and your personal portfolio.
7. Call the employer by his/her correct given name.
8. Look at the interviewer while talking to him/her.
9. Answer questions briefly using good grammar and do not use slang. Do not interrupt while interviewer is talking.
10. Be truthful.
11. Sell your qualifications for the job rather than your need for work.
12. Avoid discussing politics or religion if possible, unless it pertains to the job.
13. If you are offered the position, you may ask about the salary, but don't appear interested only in the benefits.
14. Do not fumble with hands or object in lap.
15. Use good posture at all times.
16. The interviewer will close the interview.
17. Thank the interviewer for talking to you.
18. Within one or two days, write a thank-you note to the interviewer, restating your interest in that position.

JOB INTERVIEW

WHAT TYPE OF
WORK DO YOU
DO BEST?



WELL, I'M GOOD AT
CARPENTRY,
COOKING, MANAGING,
RUNNING MACHINERY-
EVERYTHING!



Well, I've
never
worked
before!

**SPECIFY: DON'T BE A JILL OF ALL / NO
TRADES.**

JOB INTERVIEW



FIRST IMPRESSIONS ARE LASTING ONES

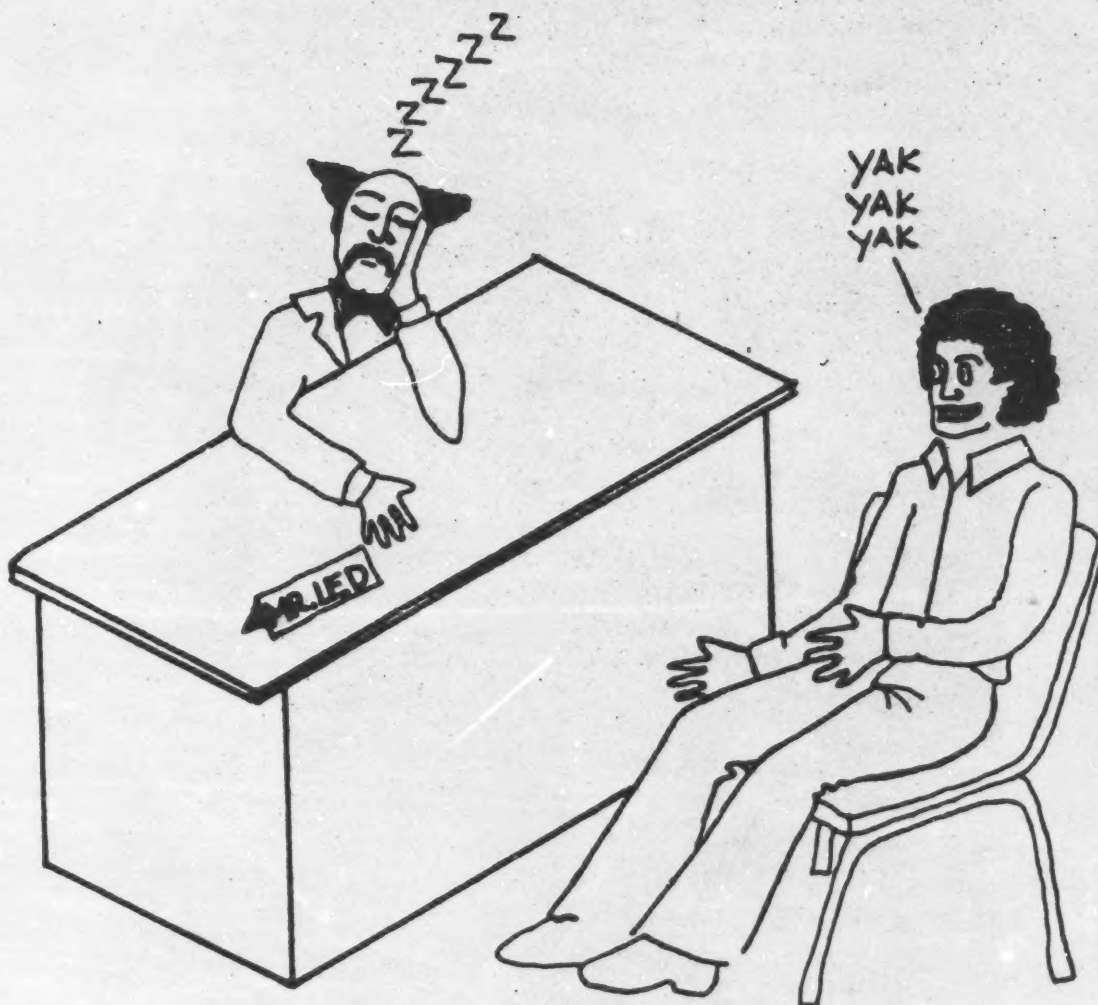
JOB INTERVIEW



**REMEMBER: DRESS FOR A JOB, NOT
FOR A PARTY!**

QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What type of work experience have you had?
4. What job would you like most?
5. What do you wish to be doing in five years? In ten years?
6. What qualifications do you have for this job?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What is your main strength? Your main weakness?
10. What jobs have you had? Why did you leave?
11. What salary do you expect?
12. Have you had any serious illnesses?
13. How do you feel about working overtime?
14. What grades have you received in your career training?
15. When can you begin work?
16. How did you become interested in this company?



**LEAVE WHEN THE EMPLOYER ENDS
THE INTERVIEW.**

WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited "superiority complex"-
"know-it-all".
3. Inability to express self clearly - poor voice, diction,
grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors
in record.
12. Lack of tact.
13. Lack of courtesy - ill-mannered.
14. Condemnation of past employers.
15. Lack of social understanding.
16. Fails to look interviewer in the eye.
17. Limp, fishy handshake.
18. Indecision.
19. Unhappy married life.
20. Sloppy application blank.
21. Merely shopping around.

22. Wants job only for short time.
23. Little sense of humor.
24. Lack of knowledge in field of specialization.
25. No interest in company or in industry.
26. Unwillingness to go where sent.
27. Cynical.
28. Low moral standards.
29. Lazy.
30. Intolerant - strong prejudices.
31. Narrow interests.
32. Poor handling of personal finances.
33. No interest in community activities.
34. Inability to take criticism.
35. Lack of appreciation of the value of experience.
36. Radical ideas.
37. Late to interview without good reason.
38. Never heard of company.
39. Failure to express appreciation for interviewer's time.
40. Asks no questions about the job.
41. High pressure type.
42. Indefinite response to questions.

OCCUPATIONAL ADAPTABILITY *

The following list presents the competencies which have been identified as being important to work adjustment. A discussion of these will enhance the transition process from traineeship to employment.

KNOW WHAT KIND OF WORK ONE WANTS TO DO

Match interests, aptitudes, and abilities to specific occupations

- . Obtain information on jobs of individual interest
- . Examine career goals
- . Examine interests, aptitudes, and abilities
- . Evaluate if individual abilities, etc. are sufficient for specific occupation

KNOW IF ONE WANTS TO OWN A BUSINESS OR WORK FOR SOMEONE ELSE

Appraise owning business (entrepreneurship) vs. working for someone

- . Compare overall advantages and disadvantages
- . Examine personal motivations and characteristics
- . Comprehend major barriers and problems to owning a business

KNOW WHERE TO LOOK FOR INFORMATION ABOUT JOBS ONE HAS OR WOULD LIKE TO HAVE

Identify sources of information about careers and occupations

- . Know what standard reference books and periodicals are available
- . Check references in community and school libraries
- . Check community resources (unions, meetings, etc.) for information
- . Identify vocational and career counselors available to one on state or private level

USE THE READING, WRITING, AND MATH SKILLS THE JOB CALLS FOR

Be able to use basic academic skills

- . Communicate orally and in written form
- . Do basic arithmetic calculations
- . Comprehend visually and electronically displayed information

. Refocus on cues for new application of previously
Selz, N; Jones, J; and Ashley, W., Functional Competencies for
Adapting to the World of Work, Columbus, The National Center
for Vocational Research, 1980

learned material

USE THE TOOLS AND EQUIPMENT A JOB CALLS FOR

- Be able to use the tools and resources the job calls for
- . Identify tools and resources common to jobs in general or job clusters of specific interest
 - . Recognize skills in tool and resource use transferable among job duties
 - . Practice using tools, materials, and person or thing resources

GET ALONG WITH OTHERS

- Be able to communicate with others
- . Show ability to express oneself
 - . Determine appropriate expressions allowable by employers and acceptable to self

DEAL WITH PRESSURES TO GET THE JOB DONE

- Cope with stress and pressure
- . Identify stress causing aspects of job
 - . Evaluate stress situations
 - . Understand how stress affects self both positively and negatively
 - . Investigate ways to reduce pressure on the job and off

FOLLOW RULES AND POLICIES

- Comply with set regulations and policies
- . Read operational manual or other guidelines
 - . Comprehend what is expected of one as an employee
 - . Evaluate consequences of noncompliance

HAVE A GOOD WORK ATTITUDE

- Demonstrate appropriate attitude toward work
- . Show a positive attitude toward work
 - . Attempt to get and keep jobs that are of interest
 - . Practice effective interpersonal skills
 - . Reevaluate attitudes in order to develop or enhance job satisfaction

DO PARTS OF THE JOB ONE MAY NOT LIKE TO DO

- Show ability to complete job assignment
- . Know and accept job responsibilities
 - . Arrange schedule for effective use of time in order to complete assignment
 - . Treat job aspects as part of a whole and set deadlines for completing if necessary

FOLLOW JOB SAFETY AND HEALTH RULES

- Follow appropriate safety and health rules
- . Read materials appropriate for one's workplace and type of work

- . Identify type of clothing appropriate for health and appearance on the job
- . Insure proper ventilation and lighting

HOLD A JOB THAT MATCHES ONE'S INTERESTS AND ABILITIES

Match interests, aptitudes, and abilities to specific occupation

- . Obtain information on jobs of individual interest
- . Examine career goals
- . Examine interests, aptitudes, and abilities
- . Evaluate if individual abilities, etc. are sufficient for specific occupation

GET A JOB FOR WHICH ONE HAS THE TRAINING AND BACKGROUND

Know educational and training prerequisites

- . Check information resources to determine prerequisites
- . Examine individual record for match with prerequisites
- . Determine what is lacking

LIST JOB INTERESTS, SKILLS AND EXPERIENCE FOR AN EMPLOYER

Prepare resume or skill portfolio

- . Determine purpose of resume and organize what is to be presented
- . Write clearly and concisely
- . Give correct information
- . Prepare samples of work for portfolio
- . Share resume with others for criticism

INTERVIEW FOR DIFFERENT JOB POSITIONS WHEN NECESSARY

Use relevant interview skills

- . Anticipate questions and prepare answers
- . Plan transportation to get to interview on time
- . Investigate company before interview in order to ask pertinent questions
- . Present self in best light
- . Act confident and interested

FILL OUT FORMS AS REQUIRED BY LAW OR BY AN EMPLOYER

Complete job employment and processing forms

- . Read and be able to understand wording on forms
- . Have accurate information available for filling out forms (Social Security number, names of previous employers, etc.)
- . Write legibly
- . Be aware of confidentiality and privacy rights

GET INFORMATION ABOUT WHAT IS EXPECTED OF YOU WHEN STARTING A NEW JOB

Comprehend job duties and responsibilities

- . Ask for and obtain written job description
- . Ask questions when relevant
- . Find out organizational structure and communication lines
- . Identify supervisor or director

DRESS AND ACT PROPERLY

Obtain orientation or on-the-job training necessary to carry out duties

- . Determine what one is expected to be able to know and use
- . Determine the extent and type of training or orientation offered, if any
- . Take advantage of orientation/training to learn
- . Demonstrate good grooming and hygiene practices
- . Maintain physical and emotional health
- . Select suitable dress for work
- . Be able to determine when appearance or some momentary aspect such as exposure to a contagious disease is detrimental to job performance

TELL OTHERS WHAT YOU ARE DOING OR WHAT YOU WANT DONE

Be able to communicate with others

- . Show ability to express oneself
- . Determine appropriate expressions allowable by employers and acceptable to self

WORK WITHOUT SUPERVISION, IF NECESSARY

Exhibit capacity to create own work

- . Show ability to work on one's own
- . Anticipate tasks and logical sequence of work
- . Be able to work without supervision

FIGURE OUT A BETTER WAY TO GET THINGS DONE

Figure out better way to do the job

- . Look for effective shortcuts
- . Apply skills and knowledge from previous tasks to new situation
- . Select most appropriate alternative from various ways to do the task

PERSUADE OTHERS TO ONE'S WAY OF THINKING, and

GET SUPPORT FROM OTHERS TO CHANGE THINGS THAT NEED CHANGING ON THE JOB

Mobilize group support to change job conditions

- . Communicate the need for the change to group
- . Work together with others to modify or make a change
- . Figure out best way to utilize group pressure

DO THINGS AT WORK IN A NEW WAY WHEN ONE GETS THE CHANCE

Take opportunities to be innovative

- . Adapt resources to better accomplish the task at hand
- . Evaluate strategies before applying them
- . Read professional material, journals for ideas and suggestions
- . Be informed of what is happening within organization

TAKE CHANCES THAT MAY RESULT IN REWARDS

Exhibit appropriate risk taking behavior

- . Analyze consequences of risk if guess is wrong
- . Evaluate rewards if risk taken pays off
- . Demonstrate ability to evaluate existing information in order to take a risk
- . Show awareness of what can and cannot be left to chance

DEAL WITH UNEXPECTED THINGS THAT HAPPEN

Demonstrate ability to meet contingencies at work

- . Show resourcefulness and flexibility in face of unexpected happenings
- . Anticipate some possibilities and plan accordingly
- . Analyze past contingencies or happenings as to what was done and what should have been done

KNOW ONE'S RIGHTS AS AN EMPLOYEE

Comprehend legal aspects of employment

- . Know rights as an employee
- . Identify recourse in case of job discrimination
- . Understand wages and deductions
- . Be aware of practices that could get one fired

BE A MEMBER OF A UNION OR PROFESSIONAL GROUP

Join and maintain professional affiliations

- . Identify organizations of interest
- . Determine eligibility requirements
- . Pay dues or other entry and annual requirements

USE MATERIALS AND THE KNOWLEDGE OF OTHER PEOPLE TO DEVELOP ONE'S JOB INTERESTS

Use materials and people to develop career interests

- . Identify sources for obtaining information
- . Read periodicals and professional references
- . Visit potential work sites
- . Confer with knowledgeable persons

KNOW WHEN ONE'S OWN WORK IS BEING DONE WELL

Evaluate self development and productivity

- . Assess personal interest and job satisfaction
- . Set priority of needs to be met

- . Evaluate job skills and strategies
- . Assess production against coworkers

LEARN NEW JOB SKILLS TO GET A DIFFERENT JOB OR POSITION

Update skills or retrain in new skills

- . Determine adequacy of present skill for job advancement or promotion
- . Consider alternatives to present position
- . Consider options for obtaining and using new skills
- . Locate school, seminar, etc. for updating skills or retraining

GET PROMOTED ON THE JOB

Seek advancement or promotion within the organization

- . Identify available positions
- . Match or develop necessary prerequisites
- . Apply for an interview for the position

ASK FOR A RAISE IN SALARY

Obtain a raise

- . Document one's service and worth to the organization
- . Present one's request and rationale
- . Assess alternatives if request is denied

DECIDE HOW AND WHEN TO LEAVE A JOB FOR ANOTHER JOB

Change careers or employment

- . Determine area and extent of career change
- . Locate available positions of interest
- . Evaluate positions where present skills and knowledge are transferable
- . Set priorities in career aims

USE WHAT ONE ALREADY KNOWS TO DO A NEW OR DIFFERENT JOB

Adapt skills to new or emerging jobs

- . Read literature on new or emerging jobs
- . Work for information concerning these jobs
- . Calculate cost of retraining for a new job
- . Identify situations where old skills can be applied in new situations

MANAGE ONE'S OWN TIME AND ACTIVITIES

Show ability to complete job assignments, including those aspects one does not like to do

- . Know and accept job responsibilities
- . Arrange schedule for effective use of time in order to complete assignment
- . Treat job aspects as part of a whole and set deadlines for completion, if necessary

UNDERSTAND WAGES AND DEDUCTIONS ON ONE'S PAYCHECK OR STUB

Obtain information on individual wages and payment schedule

- . Ask personnel staff questions concerning wages and payment schedule
- . Read literature regarding wages and payment schedule
- . Attend staff in-service or orientation meeting and ask questions concerning wages and payment schedule

UNDERSTAND THE EXTRAS OR BENEFITS OFFERED AT WORK

Comprehend benefits offered through employment

- . Ask questions of personnel staff concerning benefits and your responsibility for obtaining them
- . Read literature on retirement plan, vacation, etc.
- . Attend staff in-service or regularly scheduled meetings when representative of insurance company, etc. is available
- . Contact local insurance and retirement office by telephone for information
- . Complete application for medical claim, sick leave, etc.
- . Calculate retirement income at age 65 from retirement plan

FIGURE OUT THE COST OF USING ONE'S OWN CAR OR PUBLIC TRANSPORTATION IN GETTING TO AND FROM WORK

Calculate cost of using private or mass transit system for getting to and from work

- . Calculate cost of using personal car for getting to work, including gasoline, repair, and maintenance expenses
- . Calculate cost of getting to work using local public transportation
- . Compare costs of getting to work by personal car, car pool, and local public transportation
- . Compare costs and other variables of buying a car with those for using public transportation for getting to work
- . Calculate cost of getting to work by sharing expenses of a car pool